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ABSTRACT

The objectives and dimensions of this analysis system are described in SO 000 835. However, this document contains the actual instrument which was designed to provide a method of analyzing autotelic educational material such as games and simulations. It was created for curriculum supervisors, chairmen, and teachers who make curriculum decisions, use materials, and develop materials. Other related documents are SO 000 837, SO 000 991, and SO 000 992. (SBE)

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ED049100

GAMES ANALYSIS SYSTEM (GAS)

An analytical instrument to help evaluate Simulation/Games

A revised paper subject to further revision (for limited circulation)

March 1970

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SP 000 837

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Name of Game: _____

Date: _____

Name of Evaluator: _____

Age: _____

Location: _____

Type of course it was used in: _____

Number of times played: _____

Number of students involved: _____

Indicate previous experience in gaming: _____

_____

_____

OBSERVABLE FACTORS

Description: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Subject Areas: _____

Type of Game:

___ Reality-Being true to life today
___ Historical-based on or suggested by authentic events of the past
___ Hypothetical-based on logical possibility
___ Fantasy-unreal, based purely on imagination

Termination Process: (check one)

___ Wipe out-just beat the other fellow to death
___ Time limit-who can do the best in certain time allotted
___ Goal setting-first one to reach certain goal
___ Other-explain

Grade Level: _____

Number of Participants: _____

Playing Time: _____

Cost: _____

Availability Date: _____

Source: _____

_____

_____

JUDGMENTAL FACTORS

1. Basic Characteristics: (description)

A. Student Manual:

Suggested Considerations: Are rules and directions clearly presented with examples? Are the roles clearly portrayed so that the player knows what is expected of him? Is it attractive and durable?

0 1 2 3 4 5 6 7 8 9 10

Comments:

B. Teacher Manual:

Suggested Considerations: Does it explain: content (what they will deal with), rationale (why they will deal with it), sequence (how they will deal with it)? Does it describe antecedent conditions? Does it clearly explain the teacher's role? Does it present good techniques and discussion questions for debriefing sessions? Are rules and directions clearly presented with examples? Is it attractive and durable?

0 1 2 3 4 5 6 7 8 9 10

Comments:

C. Evaluation Instruments:

Suggested Considerations: Does it have instruments to test student knowledge, skills, or attitudes? Does it have pre and post tests? Are there any established norms? Ten would indicate it has all these items.

0 1 2 3 4 5 6 7 8 9 10

Comments:

D. Physical apparatus:

Suggested Considerations: Do they provide a check list of apparatus? What effect or problems does the curriculum create? What is the maximum layout (board, charts, tabulation sheet, etc.)? Is it easy to distribute and collect (color-coded, stapled, pieces easy to grab, etc.)? Is it easy to store? To what extent does the total curriculum is attractive and durable?

0 1 2 3 4 5 6 7 8 9 10

Comments:

E. Supplementary materials:

Suggested Considerations: Is there additional student materials? Is there a workbook, guide, transparencies or additional readings? Is it accompanied by tapes, charts, or pictures and etc.

0 1 2 3 4 5 6 7 8 9 10

Comments:

F. Playability

Suggested Considerations: How much idle time is there for players? Does it have complex calculations that must be done during the game? Are rules likely to be violated--intentionally or unintentionally? Does it perhaps begin with a simple version and progress to more complex versions?

0 1 2 3 4 5 6 7 8 9 10

Comments:

2. Antecedent conditions (requirements)

A. Amount of time required:

Suggested Considerations: Consider each number one hour and estimate the number of hours necessary to play the game effectively.

0 1 2 3 4 5 6 7 8 9 10 or more

Comments:

B. Space requirements:

Suggested Considerations: Ten would indicate a great deal of space is needed and one would indicate that only a very limited amount of room is necessary.

0 1 2 3 4 5 6 7 8 9 10

Comments:

C. Amount of reading involved:

Suggested Considerations: Ten would indicate a great deal of reading is necessary while 0 would indicate no reading involved.

0 1 2 3 4 5 6 7 8 9 10

Comments:

D. Required reading ability:

Suggested Considerations: 10 would indicate college level--9 would be given to those who would be grade 13 and so on down the line.

0 1 2 3 4 5 6 7 8 9 10

Comments:

E. Amount of mathematical calculations involved:

Suggested Considerations: Ten would indicate a great deal of reading is necessary while 0 would indicate no reading involved.

0 1 2 3 4 5 6 7 8 9 10

Comments:

F. Level of mathematical ability required:

Suggested Considerations: 10 would indicate college level--9 would be grade 12--8 would be grade 11 and so on down the line.

0 1 2 3 4 5 6 7 8 9 10

Comments:

3. Content (what)

A. To what extent does it promote increased knowledge:

Suggested Considerations: Ten indicates a very great deal of knowledge is acquired if one is successful in the game.

0 1 2 3 4 5 6 7 8 9 10

Comments:

B. The degree of difficulty or complexity of the information input:

Suggested Considerations: Ten indicates that a very high degree of difficult or complexed information must be absorbed to function in the game.

0 1 2 3 4 5 6 7 8 9 10

Comments:

C. To what extent does it promote process skills:

Suggested Considerations: Ten inuicates the game requires the student is involved extensively with process skills such as analyzing, synthesizing applying, communicating, evaluating, etc.

0 1 2 3 4 5 6 7 8 9 10

Comments:

D. The number of decision making opportunities:

Suggested Considerations: Ten indicates that the game requires the student to make a very great number of decisions.

0 1 2 3 4 5 6 7 8 9 10

Comments:

E. Reality Factor (comparison of real situation with simulated model)

Suggested Considerations: How many aspects of reality are in the game and how many are missing? Are characteristics are not a part of the real situation? Does the role of participants correspond to real life?

Are strategies available to the player? Do the strategies available to the player seem available to the participants in real life? Ten would indicate a high degree of correlation.

0 1 2 3 4 5 6 7 8 9 10

Comments:

3. Rationale and Objectives (why)

A. How well did it obtain the objectives it claimed to achieve:

Suggested Considerations: Ten would indicate an extremely high degree of success.

0 1 2 3 4 5 6 7 8 9 10

Comments:

B. How well did it enable you to achieve cognitive objectives:

Suggested Considerations: Ten would indicate an extremely high degree of success.

0 1 2 3 4 5 6 7 8 9 10

Comments:

C. How well did it enable you to achieve Affective Objectives:

Suggested Considerations: Ten would indicate an extremely high degree of success.

0 1 2 3 4 5 6 7 8 9 10

Comments:

D. Does it promote the belief in control of destiny:

Suggested Considerations: Does the game tend to lead the student to view life as a condition or does it lead him to feel that his own efforts will have a great deal of effect on the outcome of his life. Ten would indicate that the game strongly influences the student to believe that intelligent, industrious planning greatly increases the probabilities of success in any endeavor.

0 1 2 3 4 5 6 7 8 9 10

Comments:

E. What is the degree of student involvement:

Suggested Considerations: A ten would indicate that all students were extensively involved in the experience.

0 1 2 3 4 5 6 7 8 9 10

Comments:

F. How much were the students interested:

Suggested Considerations: A ten would indicate that all students were highly interested in this experience.

0 1 2 3 4 5 6 7 8 9 10

Comments:

5. Operational Strategy (how)

A. How strong is the game element:

Suggested Considerations: A game can be defined as any contest (play) among adversaries (players) under certain rules (rules) in an objective (winning). A ten would indicate that this game element was complete and very obvious.

0 1 2 3 4 5 6 7 8 9 10

Comments:

B. Amount of skill involved in game:

Suggested Considerations: The skill in an operation is the amount of [illegible] efficiency in the player's performance.

0 1 2 3 4 5 6 7 8 9 10

Comments:

C. Amount of chance involved in game:

Suggested Considerations: The [illegible] in a game is the [illegible] the player has no control.

0 1 2 3 4 5 6 7 8 9 10

Comments:

E. Amount of showdown factor in the game:

Suggested Considerations: Showdown factor means autonomous competition--player against a system without interference from other participants. Weightlifting is an example of showdown.

0 1 2 3 4 5 6 7 8 9 10

Comments:

F. Amount of strategy factor in the game:

Suggested Considerations: Strategy factor means interacting competition--player against player with interference. Chess is an example of strategy

0 1 2 3 4 5 6 7 8 9 10

Comments:

G. Degree to which the set of actions which a player may take is constrained by the rule structure of the game.

Suggested Considerations: Open ended models are almost completely free role-playing situations that allow the participants to employ almost any action he sees as desirable to his purposes. A moderately structured model will allow some degree of flexibility for the participants but limit the outcome to various predictable channels. A rigidly structured model allows the participants practically no opportunity for innovative ideas and will always come out the same way. Ten would indicate a very open ended structure and 0 would indicate a completely rigid structure.

0 1 2 3 4 5 6 7 8 9 10

Comments:

H. The equality of players:

Suggested Considerations: What are the initial placement in terms, and the size of teams? Do all participants have the same opportunities and handicaps? A ten would indicate a high degree of equality in every respect.

0 1 2 3 4 5 6 7 8 9 10

Comments: